MI-Access The changing face of Michigan's Alternate Assessment



JOHN JAQUITH
DAN EVANS

OFFICE OF STANDARDS AND ASSESSMENT





Topics



- INTRODUCTION TO MI-ACCESS 2016
- ASSESSMENT SELECTION GUIDANCE
 - ESSENTIAL ELEMENTS OVERVIEW
- MI-ACCESS FUNCTIONAL INDEPENDENCE
 ONLINE DELIVERY AND PAPER-PENCIL DELIVERY
 - MI-ACCESS SUPPORTED INDEPENDENCE/PARTICIPATION DELIVERY AND ONLINE ANSWER PORTAL

Introduction to MI-Access 2016



- MI-Access is Michigan's Alternate Assessment based on alternate achievement standards.
 - "1%" assessment 1% relates to number of proficient scores that may come from an alternate assessment, not a cap on participation
 - Three levels: Functional Independence (FI); Supported Independence (SI); Participation (P)
 - Based on Essential Elements for English/Language Arts and Mathematics, including the Michigan Range of Complexity for each Essential Element
 - Based on Extended Grade Level Content Expectations and Extended High School Content Expectations for Social Studies (FI only)
 - Based on Extended Benchmarks for Science

Introduction to MI-Access 2016



Three levels of Assessment:

- Functional Independence
 - ➤ For students who have or function as if they have a mild, <u>but significant</u>, cognitive impairment, <u>and whose instruction is most closely aligned with the "high" range of the Essential Elements Range of Complexity</u>.
- Supported Independence
 - ➤ For students who have or function as if they have a moderate cognitive impairment, and whose instruction is most closely aligned with the "medium" range of the Essential Elements Range of Complexity.
- Participation
 - ➤ For students who have or function as if they have a severe cognitive impairment, and whose instruction is most closely aligned with the "low" range of the Essential Elements Range of Complexity.

Assessment Selection Guidance



- Determining which assessment students should take:
- General (M-STEP/MME) Vs. Alternate (MI-Access)
 - Questions to consider
 - Does the student have or function as if they have a <u>significant cognitive</u> <u>impairment</u>?
 - Student's instructional program based on:
 - content standards (in a particular or all subjects)
 - o or extended content expectations/Essential Elements?
 - How is the educational program preparing the student for adult living?

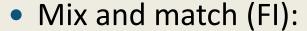
Complete Independence

Supported Independence

Functional Independence

Participation

Assessment Selection Guidance



- Students may take M-STEP in grades 3-8 in one content area and MI-Access in another content area, per IEP team decision.
- In grade 11, students may split assessment type by content area, as long as the same type of assessment is given for both ELA and Mathematics

- Students taking Supported Independence and Participation
 - Must take the assessment at one level for all content areas (either SI or P)
 - Future Plans are to allow flexibility on this rule, however the <u>current rules remain in</u> <u>effect for 2016</u>

Draft Essential Elements with Michigan Range of Complexity

- Target Essential Elements were developed by members of the Dynamic Learning Maps Consortium including Michigan special and general education teachers
- Michigan Range of Complexity outlines which Essential Elements are measured using the state summative assessment and what is measured at each level (FI, SI, P)
- Essential Elements not measured by the state summative assessment are still expected to be taught and assessed at the classroom level

Draft Michigan Essential Elements with Range of Complexity

- Educator Panels met and made recommendations on:
 - Essential Elements that will be measured on the assessment
 - Skills represented at the different levels of the Range of Complexity
- Panel recommendations were compared to the general assessment resulting in:
 - Draft Essential Elements with Michigan Range of Complexity
 - Draft ready for targeted review and public comment
 - Are you willing to provide targeted feedback?

Ranges of Complexity



ENGLISH/LANGUAGE ARTS EXAMPLE

Target Essential	Michigan R	ange of Complexit	y
Element	High Range	Medium Range	Low Range
EE.L.4.2a	EE.L.H.4.2.a The student can	EE.L.M.4.2.a The	EE.L.L.4.2.a The
Demonstrate	identify which word/words	student can	student can
understanding of	should be capitalized in a	identify capital	identify a capital
conventions of	sentence (first words and	letters and basic	letter and point to
standard English.	proper nouns) and choose	punctuation	(or otherwise
a. Capitalize the	the correct ending	(periods and	indicate) the
first word in a	punctuation (period,	question	period at the end
sentence.	question mark, or	marks).	of a sentence.
	exclamation point).		

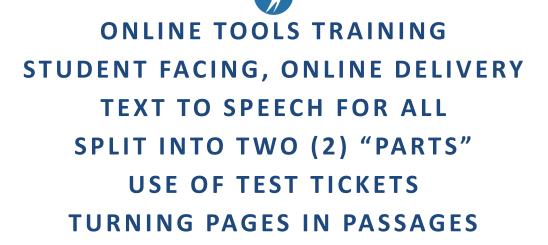
Ranges of Complexity



MATHEMATICS EXAMPLE

Target Essential	Michigan Range of Complexity					
Element	High Range	Medium Range	Low Range			
EE.4.NF.1-2.	EE.4.NF.H.1-2 The	EE.4.NF.M.1-2 The	EE.4.NF.L.1-2 The			
Identify models of	student can	student can	student can identify			
one half (1/2) and	recognize that two	recognize that two	one half of a real-			
one fourth (1/4).	halves and four	halves equal one	world object.			
	fourths equal one	whole using a				
	whole using a	model.				
	model.					

MI-Access Functional Independence Online: New for 2015 and continuing into 2016



MI-Access Functional Independence New for 2016



- Embedded calculator for Mathematics
 - Basic four function calculator will appear on items for which a calculator may be used.
 - Students still able to use familiar calculator used during instruction
 - Paper-Pencil: designated in the booklet for those using paper-pencil delivery
- "Listening" items for English/Language Arts
 - Available using test engine voice or read using reader script
- Watch "Spotlight on Student Assessment" for other enhancements as released



Tips for administration in 2016

- Decision about made by IEP team moving forward
- Practice! Use OTT
 - Turning pages
 - Starting point on text to speech
 - Calculator (when available)
 - Review screen/raise hand
 - Color contrasting/Color Chooser/Masking
- Teachers log students into the assessment and submit tests at the end.
- Schedule using the full testing window
 - not subject to the 3 week grade specific calendar used by M-STEP
- Read aloud version available with paperpencil delivery



Tips for administration in 2016 – continued

Two parts

- Begin with the part that works best for your student
 - Part 2 may be given before part 1
 - ELA and Social Studies contexts are in part 2
 - "Expressing Ideas" may be given independently of the rest of ELA section
- Order of content area does not matter
 - Start with content area that works best for your student
- Online may mean increased independence, but not always complete independence – know your student's needs.



Tips for administration in 2016 – continued

Expressing Ideas

- For now, remains a paper-only assessment based on student response options and scoring rubric
- Students that need to use word processing may continue to do so, following rules for word processing
- Scribes may be used, following OSA protocol for scribing
- Response options
 - ➤ Writing
 - Drawing
 - Both (does not have to be one or the other)



Tips for administration in 2016 – continued

Test Tickets

- Secure materials
- Log in for students
- May be used to log student back in if break within a day is longer than 15 minutes
- Provided by Coordinator or via eDIRECT
 - ★ Using color paper or providing additional coding will help you group things based on your individual administration needs



SELECTED RESPONSE TYPES

Picture cards or instructional materials

ACTIVITY BASED OBSERVATION TYPES

Embedded into daily instructional routine

PRIMARY AND SHADOW ASSESSMENT ADMINISTRATORS

Both required, scores for both needed for valid score

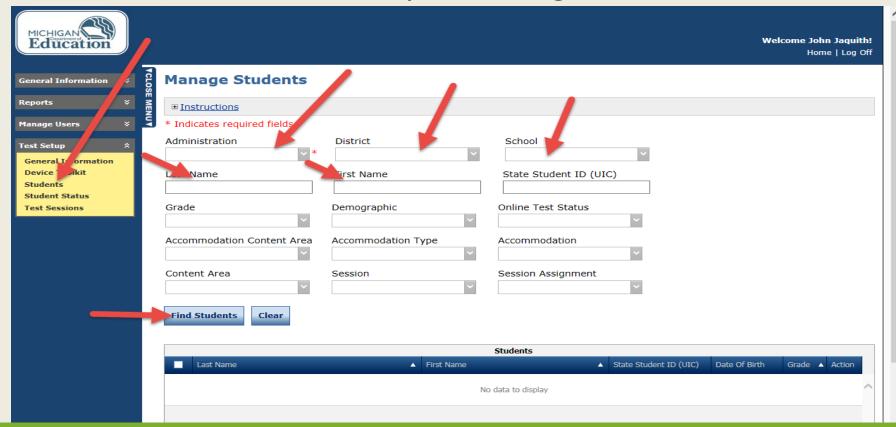
ONLINE TRAINING AVAILABLE

- www.Michigan.gov/mi-access
- Under "Professional Development Opportunities" go to Scoring Rubrics
 Online Learning Program: Participation and Supported Independence.



- Use 1-page grid to record responses
 - Consider copying onto color coded pages or prominently marking <u>content area</u>, <u>grade level</u>, <u>form number</u> and <u>level of the assessment</u> (SI or P)
- The Primary Assessment Administrator will log in responses for <u>both</u> Primary and Shadow
 - Collect and have both gridded responses ready before logging into answer portal
- *New* Enhancement to eDIRECT should prevent students from being assigned to more than one session for a given content area.

 Student sessions will appear in eDIRECT. Confirm student information in eDIRECT by searching on student





Test ticket ideas:

- Print the tickets on colored paper (one color for P and another color for SI)
- Use a heavy black marker or highlighter to prominently indicate <u>content area</u>, <u>grade level</u>, <u>form number</u> and <u>level of the assessment</u> (SI or P)
- Form Numbers are changing to make them more user friendly
- o For example:

Old	New
Supported Independence ELA and Mathematics Booklet Grade 3 form 1:	Supported Independence ELA and Mathematics Booklet Grade 3 form 1:
SIME-e1	Different Form numbers by content: SI-ELA-31 SI-Math-31



Online answer portal:

- Watch the tutorial link found in the General Information:
 Documents section of eDIRECT.
- Confirm student, grade level and content area after logging in

MI-Access Alternate Assessment Spring 2015 Test Ticket G 3-5 SI ME-e Math

Test Session: Peterson SI Math Student Name: Brown, Charlie L

Date of Birth: 1/1/2004

State Student ID (UIC): 9999900120

District Student ID: Username: CBrown2 Password: NTWNXV34 Accommodation(s):



Welcome to the MI-Access Online Answer Document.

You are about to enter Primary (PAA) and Shadow Administrator (SAA) assessment scores for [Student name]. Before you begin, please ensure that the PAA and SAA Scoring Documents you have in front of you are for the student listed above and for the content area listed below.

Student name:	Charlie L Brown	
Content Area:	MATH	
Grade:	04	
Assessment:	G35SI	

By clicking below, you are agreeing to the following statement:

"I verify that the student whose information is being entered into this online answer document matches the PAA and SAA scoring documents completed at the time each item was administered to Charlie L Brown."

Continue



 Designate form number (be sure to write the form number on the one page scoring document)

MI-Access Particip	ation Scoring	Document- SPRING 2	015	
☐ Primary Assessment Admini	trator	☐ Shadow Assessmen	t Administrator	
Student Name	257 77122251 201247	ea: English Language Art	100000000000000000000000000000000000000	Grade:
Optional: print and place the student's bar code label here. Note: this document will not be returned with secure materials.	for each item corresponding	of the assessment using a g box for each item. Please transferred to the correct	check mark or oth be careful that yo	er mark in the our scores from
	online answer	r document.		

MI-Access Sup	ported Independence Online Answer Document - SPRING 2015
Student name:	Charlie L Brown
Content Area:	MATH
Grade:	04
Form:	Please Select a Form ▼
À	2 - Responds correctly with no assessement administrator administrator administrator administrator provides A - Incorrect



Enter the responses from the scoring document (from both the PAA and SAA to the online scoring document

Option		ice the student's ill not be returne			Directions: Use 11 for each item of 1	his guide to score	the stu	dent using the neck mark or o	ther mark in	the		
2	with no as	ds correctly	1 - Re afte			CCESS Support		rator	Shadon	ument- SPRIN v Assessment A anguage Arts F	dminist	trator
Item	auministrati	tor assistance admin verbs		Stude	ent Name		-					the MI-Access rubric
1					al: print and place the student'			for each item	of the asses	sment using a che	ck mark	or other mark in the
2			W - 37	Hotels	ns document with HM de feter	nes wan secure mad	O(14/pt		e transferred			that your scores from item on the student
				Item 1	with no assessment administrator assistance	after assess administrator verbal/physic	provides					administrator provides hand-over-hand assistance and/or step- by-step directions
				2								
		with no adn		seme ator	ctly 1 - Respondent after asse administrato verbal/phys	ssment r provides			B - Resi	sts/Refuses	admi hand assis step	I-over-hand stance and/or -by-step
	PAA	with no adn	asses ministra	seme ator	nt after asse administrato	ssment r provides			B - Resi	sts/Refuses	admi hand assis step	inistrator provid I-over-hand stance and/or -by-step
	PAA SAA	with no adn	asses ministra ssistan	seme ator	nt after asse administrato	ssment r provides			B - Resi	sts/Refuses	admi hand assis step	inistrator provid I-over-hand stance and/or -by-step
		with no adn	asses ninistra ssistan	seme ator	nt after asse administrato	ssment r provides			B - Resi	sts/Refuses	admi hand assis step	inistrator provid I-over-hand stance and/or -by-step
	SAA	with no adn	asses ministra ssistan •	seme ator	after asse administrato verbal/phys	ssment r provides			B - Resi	sts/Refuses	admi hand assis step	inistrator provid I-over-hand stance and/or -by-step
	SAA	with no adn	asses ministra ssistan •	seme ator	after asse administrato verbal/phys	ssment r provides			B - Resi	sts/Refuses	admi hand assis step	inistrator provid I-over-hand stance and/or -by-step

Questions?



JOHN: JAQUITHJ@MICHIGAN.GOV

DAN: EVANSD2@MICHIGAN.GOV



Thank you!



